DOCUMENT RESUME

ED 262 185 CE 042 552

AUTHOR Nadler, Leonard
TITLE Preparation for Leaders of Adult Education.
PUB DATE 28 Jan 82
NOTE 16p.
PUB TYPE Viewpoints (120) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Adult Education; *Adult Educators; Higher Education; *Leaders; Leadership Qualities; *Leadership Training

ABSTRACT

Little attention has been given to preparing people to become leaders of adult education. These leaders are people whose influence in adult education goes beyond his/her own program and immediate areas of operation. They include program administrators, builders of adult education programs, politicians, authors, and researchers. Two main categories of leaders are permanent and temporary. The leaders in adult education can be found in government, in the private sector (companies that provide goods and services for a profit), and the private sector (non-profit organizations). Adult educators can either prepare for leadership or develop career patterns as leaders in adult education in various ways. One of the most common patterns is to obtain a graduate degree in adult education. Other methods are certificates from universities, workshops, learning experiences in leadership offered by professional associations, and self-directed learning experiences, such as a personal reading program, a study tour, and networking (a continuing contact with other adult educators). Efforts are needed to develop mechanisms to identify practitioners with the potential for leadership and to provide the appropriate learning experience to develop that potential. (YLB)

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# PREPARATION FOR LEADERS OF ADULT EDUCATION

Leonard Nadler
The George Washington University
January 28, 1982

U.S. DEPARTMENT OF EDUCATION
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PREPARATION FOR LEADERS OF ADULT EDUCATION

The field of Adult Education is vast and covers almost every aspect of adult life and adult learning. Despite this, too little attention has been given to preparing people to become leaders of Adult Education. There are worthwhile programs for preparing people to become instructors/teachers, and even researchers. There are some programs to prepare people to become administrators of Adult Education, but this does not necessarily mean being a leader. There are leaders who are not involved in administration of programs or schools for adults.

1. Who are leaders?

Given the obvious confusion that prevails whenever the term "leader" is used, we must look more closely at leadership and the kinds of people who can be considered leaders.

For purposes of this article, a leader is seen as a person whose influence in Adult Education goes beyond his own program and immediate areas of operation.

(i) Program Administrators

An administrator of an Adult Education program can be a leader. This is most evident when the administrator focuses the program on learning activities (for adults) that go beyond the immediate and can influence trends and activities on a broader level.

(ii) Builders of Adult Education Programs

There are people who do not admister, but who are involved in in building programs that exert great influence. Paulo Freire, in his initial work in Brazil, built an Adult Education program which focused on improving the life of the campesinos (farm workers and small farmers). The impact of the program had

the potential for affecting the entire political and economic structure of his region.

(iii) Politicans

There are many politicians involved in Adult Education, as one element of their political activity. The legislation that results from their efforts brings about vast changes in Adult Education. In the U.S. for example, in the 1960s, politicans enacted a great deal of legislation concerned with Adult Basic Education (i.e. adult literacy). As a result, most of the activity at the national level for almost a decade was directed towards ABE. Burton Kreitlow, in an article in ADULT EDUCATION, indicated how this directed most of the research in Adult Education towards ABE at the expense of other areas.

(iv) Authors

For a literate world, the writers of articles and books are a significant factor in providing leadership. There are few books that have had an international impact, but within individual countries there have been authors whose individual work has provided direction, or leadership. LIFE LONG LEARNING, a UNESCO publication authored by Paul Lengrand, provided leadership in that direction for Adult Education. Many authors who have provided leadership can be found in this Encyclopedia.

(v) Researchers

As can be expected, the work of researchers certainly provides the basis for leadership in the field. There are many who can be cited, and many are included in these volumes. One example is Allan Tough, of Canada, whose work on self-directed learning projects by adults has added a new dimension and provided leader-

ship by virtue of influencing Adult Education programs in many part of the world.

The specific leaders and their types of leadership vary from country to country. This will become evident through the examples and discussions that follow. It should be noted, however, that the leaders fall into two main categories.

The first are the "permanent" leaders. These are the people who see Adult Education as their major professional or economic role - at least at this stage of their lives. They tend to be the program administrators. The second category are the "temporary" leaders. It consists mainly of those in the the political arena who major permanent role is not in Adult Education. There are others (i.e. authors, researchers, etc.) who can be in either category. An author who has been working in some other field, writes a book about Adult Education and suddenly, is a leader! He is sought for lectures within the field of Adult Education to espouse and develop the views expressed in his book. This can also happen to someone who has built a unique program and to researchers as well.

2. Where Are The Leaders?

The leaders in Adult Education can be found in many places.

(i) Government

In almost every country in the world, there is some unit of government concerned with Adult Education. It may not carry that title, or designation - and may not even be in the Ministry of Education. In Malaysia, the largest Adult Education programs are conducted by the Ministry of Rural Economic Development. The Adult Education unit in the Ministry of Education is concerned

solely with enabling people to get school leaving certificates.

At the local level, this can be even more confusing. The leaders of Adult Education activities might come from some local unit of government which is administering a national program. In many countries, there are agricultural extension agents though the specific name may be different) who are representatives of the Ministry of Agriculture, but who provide leadershihp (as well as instruction) at the local level.

There are many elements of a government that use Adult Education to reach their goals. A study done in the U.S. in the early 1970s listed over 400 different programs involving adult learning within the Federal government! Few of these were in the Office of Education, but the leaders of these programs provided leadership in Adult Education.

(ii) Private Sector (profit)

As used here, the private sector includes all those companies that provide goods and services, for a profit. In some parts of the world, such as the People's Republic of China, this definition must be modified as there is no element of "profit". For such countries the definition would have to be altered to indicate that it includes those activities considered to be part of "production" as differing from the government activities described earlier.

Organizations in the private sector use Adult Education in in many ways, but we are here concerned with that area which has come to be known as Human Resource Development (HRD) or providing learning for their employees - usually job related. In many countries, the private sector provides vast financial

and physical resources for HRD. Therefore, they have provided leadership in many ways. For example, the use of various kinds of instructional technology (e.g. video cassette, overhead projector, computer assisted instruction) have resulted from the leadership provided by HRD people, some of whom hold graduate degrees in Adult Education.

(iii) Private Sector - (non-profit)

There are many different kinds of organizations in this category, and the leadership influence is great. There are colleges and universities that have a long record of influencing many areas of Adult Education. The regular faculty are involved in many of the areas indicated in the first paragraphs of this article, and provide leadership through those activities. An increasing number of universities are providing "off-campus" activities which extend their range of leadership influence. A common pattern is the regular off-campus programs in which faculty teach outside the area, much as in the mode established in the last century in England. In Yugoslavia there are "workers' universities" which is the practice of universities sending regular faculty to conduct university programs within factories. University faculties are also providing leadership in some forms of instructional technology, such as using the telephone and communications satellite to bring instruction to more remote areas.

Not all countries allow workers to organize and form unions. Where unions are free to operate, Adult Education programs are frequently a part of regular union activities. They may be called: labor education, worker education, or some other term, but the

extent of the course offerings are broad. Those who direct such programs provide significant leadership in Adult Education.

In almost all the countries of the world, it is possible to engage in some form of organized religious practice. An important technique used by religious leaders is continual learning for adults. In the U.S., there is a vast network of religious radio and tv broadcasting, and much of this involves adult learning programs. In India, monks have been used in adult learning programs in the area of family planning! In Venezuela, a vast radio network for adult literacy is operated through the Fe y Alegria movement which is a church based operation.

In many countries there is a vast range of associations and organizations that use adult learning programs to reach their goals. The various Red Cross organizations provide extensive adult learning programs for volunteers, and the leaders of these programs have had a significant influence in their countries. Many clubs and organizations to which adults belong also have such programs. In Singapore, the Peoples' Association conducts adult learning programs in each kampong (local community) and the leaders of the Association thereby provide national leadership in their country.

3. Preparation and Careers

There is no single pattern utilized in preparing individuals to become leaders in Adult Education. As was noted earlier, leaders hold a variety of positions, can be either permanently or temporarily in the field, can be at various levels of government, or work in the private sector.

Therefore, we can expect a variety of patterns, but this also means that it is not possible to specify the preparation for leadership. If a leader intends to work, or is working for government, consideration must be given to the political aspects. The individual may see himself as a political leader, who is only temporarily providing leadership in Adult Education, and therefore would want preparation and a career pattern that emphasizes the public administration aspect rather than Adult Education.

James Dorland conducted a study of Directors of Adult Education at the state level in the U.S. and found that most of them had no preparation in Adult Education! They were employees of the Department of Education within their states and were assigned to Adult Education though few of them had ever worked in the field and practically none had ever studied in the field. At some point, they expected to be re-assigned to some other area of education within the Department. Though they have to provide statewide leadership in Adult Education, they had not been prepared for it and did not see it as their career.

In the private sector, some of the same patterns can be observed. There are those for whom Adult Education is a career and some of these Adult Educators have had academic preparation. As for the others they are only providing leadership for the present, and they have every intention of leaving the field. Despite this, they need experiences to enable them to provide appropriate leadership while they are in the position.

4. Preparation Opportunities

There are various ways in which Adult Educators can either prepare for leadership, or develop career patterns as leaders in Adult Education.

(i) Higher Education

One of the most common patterns is to obtain a graduate degree in Adult Education. A degree signifies, in most countries, a level of competence and achievement that one can expect from the degree holder. The reputation of the educational institution is also relevant, though there is no absolute measure whereby one can determine the best such institution.

The degree is the most common form, with preference given to the doctorate. The master's is more often seen as a practicioner degree. Some institutions offer a post-master's degree, with various titles such as Certificate of Advanced Graduate Study, or Educational Specialist. Although there are no generally agreed upon requirements for a doctorate, it is assummed that a person who has earned a doctorate will have been involved in courses and activities designed to improve leadership abilities.

The two most common doctorates are the Doctor of Philosophy (Ph.D.) and the Doctor of Education (Ed.D.). Once again we find that there are no absolute requirements for such a degree, and there are variations within countries as well as world-wide. There appears to be some agreement that the Ph.D. has a research emphasis while the Ed.D. is geared more towards developing leaders. As noted earlier, however, researchers can exert leadership so the particular degree may not be significant when one wants to identify a doctoral program for leaders.

In addition to the degree programs, universities also provide courses on leadership which are available to Adult Educators. There is a growing tendency to include work in the areas of organizational behavior, management science, and national policy. Although they may not be degree areas, such courses certainly contribute to preparing leaders.

A limitation to the use of such non-degree courses is that the learner is not provided with a document that can be used to inform others of successful completion. In some countries, it is required that the learner file a transcript with the appropriate Ministry so that it becomes part of the personnel record.

Another approach is to issue a certificate to the learner which can be filed with authorities as required, framed and placed on an appropriate wall, or placed in the personal files of the learner until such time as it is needed.

The certificate is more than just a document. For some leaders a desirable approach is to take a series of courses that can lead to a certificate. On the other hand, if a leader already has a graduate degree, the learning in a leadership program maybe more important than the certificate. When the leader is only in the field temporarily, the learning experiences in leadership in Adult Education may be desirable, but the learner may not want to give his employer the impression that a permanent job change is being sought. Therefore, some universities do offer certificate programs, of high quality, but where the result is a certificate rather than a degree.

(ii) Workshops

There are numerous organizations, in addition to universities

and colleges, that offer leadership learning experiences for Adult Educators. In the more industrialized countries, these organizations tend to serve the private sector, but also offer similar programs (workshops) to all those who are in leadership positions in the government as well.

These workshops range from one day to about two weeks, and frequently are held at some attractive site. The "faculty" of these workshops are generally drawn from the ranks of leading Adult Educators.

There is no overall pattern as to the format or content of this kind of workshop. Rather, they tend to reflect the needs of the market place, or what Adult Education leaders are willing to pay for this kind of instruction.

(iii) Professional Associations

Increasingly, professional associations are offering learning experiences in leadership. These associations are not only the national adult education associations, but also those in allied fields such as psychology, business, management, and in other areas of the behavioral sciences.

The learning experiences offered by the professional associations tend to fall into two major categories. One is the specialized workshop (used interchangeably with seminar) where there is a specific topic such as budgeting, legislation, current problems, etc. The workshop is generally open to all who wish to attend, though there may be a higher charge for those who are not members of the particular association.

A second pattern is for an association to offer the workshop as part of the national conference sponsored by them. This

provides some scheduling problems, but professional conference coordinators have learned how to design a specific and identifiable experience as part of a large annual conference. There is no implication that the rest of the conference is not a learning situation, but rather that some of the conference participants can choose how to utilize their time at the conferences, usually with the guidance of a designated faculty advisor, to focus more specifically on making the conference an organized learning experience.

Given the proliferation of learning experiences being offered by professional associations, attempts have been made to establish some criteria for recognizing those learning endeavors. So far, there is no generally agreed upon method for doing this, though use has been made of devices such as the Continuing Education Unit.

Some of the professional associations have explored the possibility of establishing some form of certification of Adult Educators. Presumably, this would be linked to the leadership learning opportunities provided by the professional associations. To date, nothing specific has taken place though discussions are still being pursued by some associations in various countries. countries.

(iv) Self-Directed

This opportunity relates to some of the work of Tough, mentioned earlier, and the general principle of Adult Education, namely that the learner has the responsibility for his own learning. As a result there are several kinds of learning experiences that leaders have begun to identify for themselves.

It would appear that one of the easiest is for a leader to develop a personal reading program. This can be done with the aid of a librarian or a similar resource person. This is one technique which has been used in many programs that Adult Educators design for others - why not for themselves?

The difficulties appear to be similar to those experienced by many adults when attempting such a program. The resource person may be available, but the books may not be. Books related to leadership in Adult Education are frequently not found on the shelves of most libraries. There is also the problem of identifying appropriate books. Until one has a clear idea of what is meant by leadership, and the kinds of problems that an Adult Education leader is called upon to solve, it may not be possible to identify the literature which can contribute to the preparation and development of an Adult Education leader.

Another approach takes more organization, and that is some form of study tour. This can be arranged for an individual or a group. As noted previously, a resource person (in this case a travel agent) may not be enough. It may also be necessary to have somebody who can identify the needs of the leaders (or potential leaders), and the resources in the places to be visited. The visits may be either in country, or to other countries.

Here too the professional associations have made a contribution in building the linkages that enable an Adult Education leader to identify people and places to be visited. Much more can be done with this form of self-directed learning.

There is an old pattern that has been given a newer name -

and it is now called "networking". This is the practice of Adult Educators developing some kind of continuing contact. It can be through the mail, phone, or face to face meetings. The individuals agree to be in contact to mutually explore either specific issues, or generalties related to professional development as a leader.

There is no way to possibly identify or count the innumberable networks that exist among Adult Educators. This technique is very helpful for it can be used in conjunction with so many of the opportunities that have been described earlier. It requires initiative and the acceptance of mutual responsibility. There are vast networks existing now among Adult Education Leaders but insufficient data are available to enable us to get more specific.

5. Trends in Preparation

There are too few trends in preparing leaders, considering the need for more leadership in Adult Education. The traditional modes discussed earlier are still being utilized, with an increase which is due to a greater interest in Adult Education, particularly in those countries that have experienced a decline in the birth rate and therefore a proportionate increase in the adult population.

It is possible to see some slight movement towards an increased interest in Adult Education as a positive career field. This will require an earlier identification of those who are potential leaders and the development of programs that can make a positive contribution towards this need.

It has become evident that the field of Adult Education,

in any part of the world, cannot afford to rely on the emergence of leadership. This is too costly an approach. There must be efforts directed towards developing people with leadership potential in Adult Education, and then providing the necesssary resources so these leaders are not enticed into other areas of leadership.

In Adult Education, leaders are identified as such only after they have been in the field. It is not like those other professions where leaders can be identified while they are still at the university. Most of the adult leaders in many countries of the world, worked in the field of Adult Education in a variety of roles and jobs before emerging as leaders.

Therefore, efforts are needed to develop mechanisms to identify practicioners who have the potential for leadership and then to provide the appropriate learning experiences to help them and their countries, realize and benefit from their leadership.

Leonard Nadler
The George Washington University
Washington, DC, USA
January, 1982